

## STANDARD 4. DIVERSITY

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

St. Cloud State University demonstrates its deep commitment to the diversity of its enrolled population, to those who teach and serve its learners, and to all its constituencies. The commitment to diversity is reflected in the mission documents but also in the breadth and depth of programs and resources that are woven into the fabric of university life.

The university adopted an official *Diversity Statement* in 2001 to reflect its commitment to developing and supporting a diverse community of learners and scholars.

St. Cloud State University will provide equal education and employment opportunities to all persons regardless of race, color, creed, sex, age, religion, marital status, sexual orientation, national origin, mental or physical disability, status with regard to public assistance or physical disability, or any other group or class against which discrimination is prohibited by state or federal law. The university will not tolerate any activity that constitutes illegal discrimination against any person or group. Consistent with its academic mission, the university also seeks to provide an environment that acknowledges and values diversity of all kinds, including but not limited to race, religion, and ethnicity, amongst faculty, staff, and students.

### **4a. Design, Implementation, and Evaluation of Curriculum and Experiences**

The unit is committed to ensuring that candidates acquire the knowledge, skills, and dispositions related to diversity to ensure that candidates can teach **all** students. This commitment to diversity involves the development of curriculum and field and clinical practices that enable candidates to develop appropriate skills and abilities over time within their program. The unit has developed [diversity proficiencies](#) based on the INTASC Principles and the [conceptual framework](#) that have been adopted at the initial and advanced levels. Candidates are expected to demonstrate these proficiencies and are evaluated through key assessments at the program and unit levels.

In terms of curricular experiences, the [General Education](#) requirements at St. Cloud State University mandate that candidates complete three courses (9 credits) designated as “diversity” including Multicultural, Gender, and Minority Studies. Candidates may take no more than one course from any one department in the completion of their [diversity requirement](#); at least one of the courses must be an approved racial issues course taken during the freshman or sophomore year at SCSU. The University also requires any student who takes a minimum of six credits to attend a [workshop](#) focusing on sexual harassment, sexual assault, sexism, anti-Semitism, racism, homophobia, and ableism. All new faculty members, including adjunct hires, must also complete anti-racism training to acquire knowledge and skills that they can apply when working with candidates.

Within the unit, candidates are required to take [HURL 497/597](#) – Human Relations for Teachers I; most programs also require [HURL 498/598](#) – Human Relations for Teachers II. These courses provide a strong foundation for our candidates to understand the complexities of oppression and the impact of oppression on teaching and student learning. Because the course is focused on pre-

service and in-service teachers, a strong focus on classroom pedagogy and curriculum development is provided.

The unit's [diversity proficiencies](#), which include both awareness and the knowledge, skills, and dispositions to adapt instruction and services for diverse populations, have been infused within the curriculum and aligned with courses within [programs](#) to ensure that candidates have the opportunity to gain knowledge and develop skills and dispositions related to diversity. The diversity proficiencies are assessed through key assessments including course-based measures, [performance-based assessments](#), [follow-up studies](#), and [cooperating teacher](#) and [employer surveys](#). The [data](#) clearly indicate that candidates have the knowledge, skills, and dispositions to be successful. An analysis of data related to diversity proficiencies reveals that diversity has consistently been the highest rated component within the INTASC Principles over the past decade. The [Diversity Report](#) provides a comprehensive summary analysis of data related to diversity from self-report and cooperating teacher feedback.

An analysis of data from [off-campus programs](#) related to diversity proficiencies was conducted to determine the proficiencies of candidates and to determine if any differences existed between off-campus and on-campus candidates. Four items that addressed either diversity or equity issues, tested for internal consistency reliability, formed a moderately internally consistent composite. The scores on the diversity preparation composite proved to be 3.29 (on a 4-point scale) for the off-campus cohort (SD=.49) and 3.20 (SD=.61) for the on-campus cohort. The slight mean difference (favoring off-campus candidates) was not significantly different. Hence, there does not appear to be a difference between the off-campus and on-campus cohorts related to preparation and diversity proficiencies.

#### *Advanced Candidates and Other School Professionals*

At the advanced level, the diversity proficiencies are embedded within the [curriculum](#) and are aligned with course outcomes. Some programs also require specific courses related to diversity and multicultural education. For example, school counseling requires all candidates to take CEEP 658- Multicultural Counseling; all teacher licensure programs require HURL 597, 598 – Human Relations for Teachers. Candidates are expected to demonstrate knowledge, skills, and dispositions related to diversity through course activities and projects as well as field and clinical experiences. Given the current trend toward increased cultural and linguistic diversity within the U.S. population, curricular content and candidate assessment have been changing to address these complexities.

As part of the CACREP accreditation, school counseling candidates must demonstrate a specified level of multicultural competence/diversity proficiencies in order to graduate and be endorsed for licensure. Such proficiencies are assessed in a number of ways. First, candidates are evaluated on various knowledge-based assignments involving multicultural content knowledge. Second, candidates are evaluated in a multicultural counseling course on their ability to demonstrate knowledge and dispositional behaviors indicative of multicultural competence. Third, candidates are evaluated on their ability to provide effective multicultural individual and group counseling services in their clinical work. Finally, candidates are evaluated during their school counseling internships on multicultural competencies by both field and faculty supervisors.

Candidates in the Educational Administration and Leadership Program complete portfolios as mandated by the State to demonstrate professional proficiencies. New administrative licensure competencies (2008) for the State of Minnesota contain a specific set of 13 core competencies, one of which is devoted to diversity. Candidates now demonstrate their proficiency through course activities, portfolio development, and the summative evaluation conference whereby

candidates are required to respond to a case study related to diversity.

Other examples of curricular activities related to diversity include a project in the School Library Media Specialist Program where candidates are expected to develop a comprehensive selection process and plan to meet the curricular needs of all students including a bibliography of multicultural selection tools. Candidates completing the Master's Program in Curriculum and Instruction complete reaction papers, position papers, and a teacher identity paper to address how research related to diversity and multicultural perspectives informs practice. Candidates in special education are required to complete a research paper that addresses cultural and linguistic diversity related to a course topic and must provide documentation of diversity proficiencies in their portfolio.

A review of data related to diversity proficiencies at the advanced level provides evidence that candidates have the knowledge, skills, and dispositions to teach all students and create learning environments that support and nurture students from diverse backgrounds.

**Summary:** The unit has developed diversity proficiencies based on the INTASC Principles, the NBPTS Propositions, and the conceptual framework that are infused within the curriculum and field and clinical experiences. Data from key assessments support the fact that candidates do have the knowledge, skills, and dispositions related to diversity to have a positive impact on student learning.

#### **4b. Experiences Working With Diverse Faculty**

Increasing the diversity of faculty at St. Cloud State University is a priority for the institution and considerable resources are expended to ensure ongoing progress. A review of [institutional data](#) indicates that the diversity of faculty has increased steadily over the past five years. In 2002-2003, SCSU had 113 (13.7%) faculty of color; in 2006-2007, the number of faculty of color increased to 142 (15.4%). This rate represents a higher rate of diversity than the surrounding area (8%) and the State of Minnesota (14%).

The role of the [Office of Affirmative Action](#) is critical to increasing the diversity of faculty. All faculty searches are carried out under substantial scrutiny by the Office of Affirmative Action. Specific recruitment resources and strategies are used by St. Cloud State University to obtain the best possible applicant pool. A significant effort is also made to notify and recruit applicants from underutilized groups. All faculty search notices of vacancy and recruitment plans are reviewed by the Office of Affirmative Action, as is the applicant pool and recommendations for interviews. Committees are required to establish written criteria for credential assessment and draft interview questions prior to any receipt of applications to create the most objective assessment tools. All search policy and procedures are made available on the web and in committee packets. Both the Office of Affirmative Action and the deans' offices insure broadcast announcements of vacancies and standard windows of time for application.

In addition to utilizing the SCSU and MnSCU Employment Opportunities sites, the Office of Affirmation Action posts ads for all unclassified positions and facilitates the posting of Notice of Vacancy (NOV) on a variety of websites and in publications such as:

- Higher Ed Jobs.com
- Inside Higher Ed.com

- National Minority Faculty Identification Program – Online database of minority candidates
- MinnesotaDiversity.com
- Chronicle of Higher Education – print and online
- Minneapolis Star Tribune
- St. Cloud Times
- Various publications for specific disciplines and/or departments
- [Historically Black Colleges and Universities](#)
- [Graduate School Source](#)

Department recruitment efforts include web and conference recruiting; utilizing caucuses of underrepresented members of national professional organizations; personal contacts with potentially qualified candidates, including current students or graduates of programs, especially women, minorities and persons with disabilities.

The professional education unit has also experienced an increase in the number of faculty of color. During fall 2007, a [matrix](#) was constructed by taking a census of faculty members in the professional education unit. Data such as gender, highest earned degree, racial/ethnic status were coded into a spreadsheet and ultimately converted to SPSS. Numbers and percents within categories were converted to tables for ease of interpretation. An estimate of the diversity of school-based faculty was generated via outputting the racial/ethnic self-reports from [Cooperating Teacher Surveys](#). Because all cooperating teachers do not return instruments, these data are not perfectly accurate in terms of frequency. However, because of the large sample size, the percentages are probably reasonably accurate estimates.

The unit faculty is more racially and ethnically diverse than the surrounding community and service region. By way of example, the White/Non-Hispanic population of the five counties sending the most students to St. Cloud State University (minus Hennepin due to its non-representative size) is 92 percent, while the parallel figure for unit faculty is 86.5 percent overall. While the ratio (13.5%) of nonwhite faculty members in the professional education unit may not appear satisfactory from an outside perspective, as evidenced by efforts to recruit and retain faculty members of color both in the unit and campus-wide, it is comparable to the figure for Minnesota, which is approximately 16.7 percent, according to a 2006 estimate generated by the U.S. Census.

Faculty members in the unit are becoming more diverse and are using their knowledge and skills related to diversity in a variety of ways. An analysis of the unit vitae indicated that during 2006-2007, 28 faculty members offered 71 trainings and presentations at the international, national, regional, and local levels. Of the 71 presentations (certainly a conservative estimate), 16 represented services to our local and regional school partners. Syllabi also reveal a wide variety of diversity activities related to faculty members' knowledge, skills, and expertise. Approximately 40 percent of faculty members and administrators in the unit have had an international experience.

Retention of new faculty is a priority within the unit. New faculty members are assigned department mentors who provide professional support during the first years. The dean and associate dean also meet with new faculty members several times each semester to provide additional support and resources when needed. At the institutional level, the Center for Teaching

and Excellence provides a [peer-mentoring program](#) for new faculty to provide guidance and support.

As can be seen from the data related to [faculty demographics](#), we continue to strive to increase the proportion of candidates who complete field and clinical experiences under professional educators of color. However, the data reflect current practice in Minnesota and mirror the challenges at the national level. The unit understands that recruitment and retention of candidates of color into the teaching profession is a long-term goal and must continue to be a priority to make a systemic change at the local and state levels. Our new membership in the Urban Teacher Education Partnership (UTEP) with St. Paul Public schools will allow us to make improvements over time in this area.

**Summary:** St. Cloud State University and the unit have been successful in increasing the number of diverse faculty through deliberate and ongoing recruitment policies and procedures. As a result, candidates have ample opportunities to interact with faculty from diverse ethnic, racial, and gender groups. Faculty members within the unit are knowledgeable about diversity and are committed to ensuring that candidates develop the proficiencies as outlined in the conceptual framework.

#### **4c. Experiences Working With Diverse Candidates**

St. Cloud State University is committed to increasing the diversity of the student body and institutional goals have been established related to recruitment and retention. Several new initiatives have been implemented over the past two years:

- Translation of publications into Hmong, Somali, and Spanish
- Translation of recruitment videos into Hmong, Somali, and Spanish
- Recruitment activities conducted at community events specific to populations of color (i.e. Cinco de Mayo)
- Transportation for low-income or underrepresented groups to visit campus
- Establishment of leadership connections in communities of color

A review of [enrollment trend data](#) at the institutional level related to the diversity of students indicates that the number and percentage of students of color have increased over the last four years. For example, in spring 2005, SCSU had 713 (4.8%) students of color; in spring 2008, 1140 (7.6%) students of color were enrolled, representing a 59.9% increase in the number of students of color during the four-year period. International experiences and the advent of international students represent another route to diversity within the university community. St. Cloud State University is the only institution within its classification that is rated in the top 20 in both (a) the proportion of students who study abroad, and (b) the proportion of international students on campus. In some regards, the St. Cloud State University campus is an oasis of diversity in what can otherwise be seen as a sea of homogeneity.

A [snapshot](#) of data illustrating the diversity of the student body at St. Cloud State University as well as the proportions of students by ethnic and racial categories within the professional education unit indicates that candidates within the unit are not as diverse as the general student body. Approximately 20 percent of students at the institutional level are from diverse backgrounds; at the unit level 13.66 percent of undergraduate and 10.23 percent of graduate candidates are from diverse backgrounds. The unit data do, however, represent an increase of candidates of color over the past five years.

Recruitment of candidates of color is a priority within the unit. The [Office of Cultural Diversity](#) within the College of Education is focused on recruitment and retention and has established several [initiatives](#) to achieve diversity goals:

- [Teacher of Color Project](#): provides access to existing teacher education programs as well as resources when needed. Over 100 candidates of color have been supported through this project.
- [Leadership Development Project](#): provides opportunities for junior and senior high students to visit campus, participate in leadership activities, and attend “mock” classes within the unit. Since 2000, the project has involved 46 schools and over 2300 students, of which 80 percent were students of color.
- Future Educators Clubs: work with local school districts to develop Future Educators Clubs; host statewide Future Educators Conference. In 2007, 180 future educators participated in the Future Educators of America Conference, hosted by St. Cloud State University.

Finally, candidates have numerous opportunities to interact and engage with students from diverse groups. With over 240 [student organizations](#) active on campus, candidates have opportunities to grow within the traditional classroom settings as well as beyond the classroom.

**Summary:** The diversity of the student body at St. Cloud State University as well as the candidates in the professional education unit has increased over the past five years. Through a variety of educational experiences and activities, candidates have the opportunity to interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups. The commitment to candidate diversity is evident through the resources dedicated to recruitment and retention at the unit and institutional levels.

#### **4d. Experiences Working With Diverse Students in P-12 Schools**

Over the past several years, the unit has worked to ensure that every candidate has a clinical or field experience in a diverse setting within their program. Because the [Office of Clinical Experiences](#) establishes nearly 1000 placements in the schools each semester, it became clear that a comprehensive database would be needed to track candidate placements to ensure a diverse placement. The first step in that process was to develop a set of criteria to evaluate the diversity of each school within a district based on data from the [Minnesota Department of Education](#). In 2006, a committee worked to establish those criteria and presented the criteria to the unit in 2007 for consideration. The committee decided that the criteria would be updated every three years; therefore, an update will be conducted in fall 2009 and diversity ratings will be adjusted.

Diversity Criteria:

1. Free and reduced lunch population (above or = to 40%)  
(MN State average is 31%; 40% is the requirement for schools/districts to qualify for additional federal grants)
2. Ethnicity (below or = to 79% white)
3. Limited English Proficiency (above or = to 7%)
4. Students with special needs (above or = to 13%)

Based on data, each school was given a rating of highly diverse (3), diverse (2), or not diverse

(1):

- 3 *Highly Diverse Placement*: the population of students is above or equal to the state average in two or more in the above defined areas.
- 2 *Diverse Placement*: the population of students is above or equal to the state average in one of the defined areas.
- 1 *Not Diverse*: all other placements fall into this third category

These data were then entered into the database and provide ongoing information for placements of candidates for both clinical and field experiences. Because of the tracking system, the unit is able to provide a diverse placement for all candidates during their program of study. A summary of the [diversity of placements](#), as well as data on the diversity of schools, has been developed and provides comparative data over the past three years.

The [diversity proficiencies](#) have been [aligned to courses](#) and field and clinical experiences within all programs to ensure that candidates have ample opportunity to develop and practice knowledge, skills, and dispositions related to diversity. Data collected on diversity of placements and candidate proficiencies provide evidence of this fact and are disseminated as outlined by the [Key Assessments and Dissemination Matrix](#). Unit faculty members discuss findings and report any changes or modifications based on the reported data by using the [Assessment Data Feedback Form](#). Candidates have opportunities for reflection on their diversity proficiencies through formal structures established within programs. Examples include performance-based evaluation forms, exit conferences with cooperating teachers and university supervisors, discussions during student teaching seminars, portfolio development, and course activities.

**Summary:** The unit has worked diligently to ensure that all candidates have a field or clinical experience in a diverse setting to ensure that they are prepared to work with all students. Considerable resources have been dedicated to the design of a database to track candidate placements to ensure a diverse placement. Data from key assessments indicate that candidates do indeed have the knowledge, skills, and dispositions related to diversity and are able to apply these skills in the clinical and field settings. Feedback from cooperating teachers and university supervisors provide important reflection opportunities for professional growth and development for candidates.

**Standard 4 Summary:** The unit is purposeful in the design, implementation and evaluation of curriculum and experiences that ensure that candidates develop the knowledge, skills, and dispositions to teach all students. Therefore, the unit is systematic and deliberate in the recruitment and retention of faculty and candidates. Finally, the unit ensures that all candidates have a diverse field or clinical placement to apply their knowledge and developing skills.

